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## Modern Methods of Teaching Music Lessons in High Schools

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### ANNOTATION

In this article, opinions are expressed about modern methods of teaching music lessons in secondary schools. Also, detailed information about methods and methods of organizing music lessons by pedagogues and modern interactive teaching is provided. In the scientific research, the reforms implemented in the field and its results, proposals related to the relevance of the topic are highlighted.

**KEYWORDS:** musical art, teaching method, pedagogue, modern methods, schoolchildren, national art, interactive teaching.

Today, the purpose and function of music education is extremely important. It consists of raising the younger generation at the level of a civilized person who can inherit our national musical heritage and perceive and appreciate the wealth of universal music. To do this, developing the musical talent of each student, increasing his love and passion for the art of music, structuring the necessary range of knowledge and practical skills from music, creating the necessary conditions for the musical development of gifted students-the school is the main task of music education. Improving the effectiveness of teaching on the basis of the introduction of modern pedagogical technologies into the educational process, as a requirement of the period, puts a lot of responsibility on the part of the music teacher among all pedagogical teachers. Active in the process of teaching any subject, including music culture lessons, it is the teacher who creates the opportunity for 9 to show students to active participants in the lesson, as an independent thinker, Observer, person who can express their thoughts. The teacher determines the conditions for their use in combination with teaching methods, paths, forms, tools that are convenient and interesting for himself and for students, tries to increase the educational process with the help of advanced pedagogical technologies. Therefore, innovative pedagogical technology, educational technologies are considered as the most effective tools in the educational process. They are widely used today in the practice of world pedagogy.

Teaching and communicative learning through interactive methods is considered a resource of standard teaching. The use of the method of training and work in small groups can accelerate the process of training, that is, to raise the development potential to a higher level, creating conditions for deep and wide assimilation of the content of training. Not all active teaching methods fall into Ham interactive methods. When we say interactive teaching methods, first of all, it is necessary to understand among students those whose method of

studying and mastering the topic reinforces the process of interaction and teaching from the point of psychological mechanism. An example among these is working in small groups in the first place. There are many reasons why small group work methods are rarely used in the teaching process today, which include the old russet, which means that explanatory, demonstrative, and illustrative methods are kept ustin, and the lack of confidence in new, innovative, dialogue-based teaching methods. From this, the lack of organizational, interactive teaching methods by the teachers themselves, and the lack of methodical training will be the reason why these methods do not spread widely.

### LITERATURE ANALYSIS:

Ensuring the development and prospects of the Republic of Uzbekistan depends on the changes taking place in the economic, social, political and cultural spheres, and in order to actively participate in such changes, professional owners are required to have a high level of general and special knowledge, intellectual potential, a broad worldview and skillful use of Information Communications. Training of pedagogical personnel on the basis of these requirements is one of the most important tasks of today. President of the Republic of Uzbekistan Sh. M. Mirziyoyev noted: "today we are all realizing that the Great Goals we set for us, our noble intentions, the renewal of our society, the progress and prospects of our lives, the fruits of our plans, fate, all this is closely related to the problem of training highly qualified, conscious specialists, who meet the requirements of the time"<sup>[1]</sup>

The main issues of applying the teaching process in interactive mode in schools are as follows:

- raising the interest of students in the process of mastering music science;
- bringing the teaching process closer to the real life conditions of the teacher's activities;
- effective communication methods, that is, the correct formation of teacher-student and mutual, communication skills;
- raising the process of mastering new theoretical knowledge and practical skills to a new level;
- increase the responsibility of students to the educational process<sup>[2]</sup>

In the application of interactive methods, the student becomes a key member of mastering the course process in the classroom, and his fundamental knowledge is the basis of the teaching furnace. The teacher, in turn, does not give New, ready-made knowledge to the students, increasing assimilation among most students by independently developing the process of research and thinking.

### RESEARCH METHODOLOGY.

The difference in interactive methods from advanced teaching methods-changes the process of collision between teacher and student: student activity takes precedence over teacher activity, which in turn becomes the main goal of the teacher, creating a higher level of conditions for the process of initiative thinking of students. The teacher mainly monitors the general issues of organizing the course process, the preparation of

<sup>[1]</sup> Sharipova G. "Musiq va uning o'qitish metodikasi" Toshkent-2020;

<sup>[2]</sup> Hasanova X. "Qo'shiqlar sehri" Toshkent-2018;

tasks that need to be prepared in advance, the formation of questions and topics for communication among students, consultation, time management and the process of implementation of plan presses<sup>[3]</sup>

Interactive methods:

- increases interest in students;
- at the same time, the guru actively engages all students in the course of the lesson;
- increases the result of applying each reading material;
- increases the efficiency of actively mastering the process of mastering the curriculum;
- provides feedback dependence;
- forms and increases the ratio of Independent Thought and knowledge among students;
- accelerates practical skills;
- improves interpersonal communication skills;
- leads to changes in behavior.

The use of interactive methods in the study of songs is engaged in the study of general characteristics of a person's age in a special field of psychology - young psychology. In its most general form, age stages such as school age, adolescence and social maturity are distinguished. On this basis, it is possible to indicate the following age periods and educational institutions in accordance with them: The main topics of the section on the general foundations of musical pedagogy of the musical development, upbringing and formation of personality are noted. The musical development of a person is manifested as a process of his musical abilities and the formation and formation of a whole musical culture. Musical development it is the individual innate and acquired in the physical, mental and spiritual development of musical culture, a comprehensive improvement in quantitative and qualitative changes. A person goes through a number of young stages in his musical development<sup>[4]</sup>.

About "interactive methods", the interactive method means to conduct collaborative activities.

- "Doira" method
- "Akvarium" method
- "Muzyorar" method
- "Mozaika"
- "Tarmoqlar" (Klaster)
- "Suratli diktant"
- "Zanjir"
- "Enerjayzerlar"

<sup>[3]</sup> Karimova D., Yakubova Sh. "Bolalar musiqa asarlari ustida ishlash" Toshkent-2019;

<sup>[4]</sup> Umumta'lim maktablarining musiqa darsliklari (1-5 sinflar)

We recommend you to use them in the processes of classes<sup>[5]</sup>.

#### "Doira" method

In this, students sit in a circle and perform various exercises. The advantage of this method compared to the method of passing students in rows is that no student feels that he is separated, that is, someone is behind and someone is ahead. Not every student is left out of the teacher's eyes and attention. Everyone feels "equal".

#### "Akvarium" method

In this method, several students perform different tasks in a circle. These students in the middle are like fish in an "Akvarium". Their every move is closely watched by the students sitting around the circle.

#### "Muzyoralar" method:

Purpose: To create a free environment for participants to get to know each other. "Negotiators" are otherwise called acquaintances. In short, this exercise helps students behave, get to know each other, and create an atmosphere of mutual trust in the group. Invites them to participate and support each other. In the process of education, we can create new types of such exercises. The methodology of organizing music lessons is based on the competence approach of education<sup>[6]</sup>.

### ANALYSIS AND RESULTS.

When planning music lessons, the pedagogue should correctly organize the sequence of the repertoire and types of activities to be taught to the students. Every music teacher should know how to make effective use of exhibitions in order to make each music lesson interesting and long in the memory of students. When organizing a lesson, the music teacher should not forget the following:

- training report, new song, exhibitions prepared for used musical instruments;
- being able to connect parts together;
- communicate in a simple and low tone, taking into account their age characteristics, in order to interest students;
- ability to use technical means; - strengthening students' knowledge and skills with the help of musical educational and didactic games; When planning a lesson, you should pay attention to the following;
- use of pictures, portraits of composers and composers, different colored shapes while listening to music;
- use of musical instruments and handouts in exercises to expand the voice range;
- find the name of the song by looking at the pictures while singing;
- use of attributes (flowers, ribbons, etc.) when performing lapars and dances;

<sup>[5]</sup> <sup>1</sup> Гулов, С. Н. (2018). Роль лидера нации в развитии электронных средств массовой информации. Вестник Таджикского национального университета. Серия филологических наук, (2), 256-259.

<sup>[6]</sup> Choriyeu, B. B. (2019). Ideological bases for the modernization of Uzbek folk instruments. ISJ Theoretical & Applied Science, 12 (80), 83-87.

- in the development of children's creative abilities, teaching them to think by preparing attributes suitable for this game when teaching musical action and figurative games, allows children to act independently in the staged process and occupies a large place<sup>[7]</sup>.

A modern music teacher should be highly cultured, have unlimited devotion to his profession, and possess advanced pedagogical thinking. It must have the ability to continuously develop his professional culture<sup>[8]</sup>. It needs to have deep knowledge and skills in the fields of music, sophistication, pedagogy and psychology-physiology, in particular, music teaching methodology.

Especially in the profession of a music teacher, the qualities of playing instruments, singing, choir conducting and music theory should be embodied in the necessary measure. It must have a perfect knowledge of national music and the Uzbek literary language, be familiar with universal musical culture, and daily musical and cultural life. A music teacher should be a master of pedagogical communication, have the ability to effectively use the methods of pedagogical influence in any situation.

## CONCLUSION

A music teacher should be a scientific thinker, a creator of advanced experiences, inquisitive and creative, and strive to discover new forms and methods of music education. It is necessary to connect and enrich the content of music education with the content of other subjects and everyday life.

Primary school (grades 1-4). In elementary school, the main foundation of the student's musical culture is formed. Listening to music, singing, dancing, artistic perception by playing simple instruments, talking about the impressions and knowledge received from music, artistic evaluation of the work, development of skills of musical creativity in students by means of practices of musical creativity and artistic skills. In the course of education, students acquire knowledge and skills about the following (Table 1):

In the course of practical training in the content of the subject, notation is studied on the example of the structure of simple melodies, and the initial skills of singing according to the note are formed. So, the role of music in cultural life is important, and in the implementation of musical education, it is one of the urgent tasks of the teacher to effectively organize classes with full understanding of its main goals and tasks.

Music pedagogy, methodological and material support, music folklore, children with disabilities, inheritance, specific characteristics, mixed lesson, active, emotional impact, spiritual impact, educational concept, owner of pedagogical thinking, artistic need, artistic evaluation, fixed and variable return of the melody, singing according to the note.

The educational subject of musical culture serves to form the spiritual, artistic and moral culture of students, to implement the education of national pride and patriotism, to develop skill, sophistication, artistic taste, to expand the range of thought, to educate independence and initiative.

The musical culture curriculum is connected with all academic subjects taught in general education schools, including literature, visual arts, physical education, work and other subjects. It allows full use of national musical heritages in musical education as well as in all educational subjects. These are reflected in popular

<sup>[7]</sup> Хасанов, Х. Р. (2020). Культура и искусство в эпоху Амира Темура и темуридов. Вестник науки и образования, (21-2 (99)).

<sup>[8]</sup> <sup>2</sup> Yarashev, J. T. (2019). "Bukhorcha" and "Mavrigi" song classes-as a national and noetic spiritual values of the Uzbek nation. Традиционная и современная культура: история, актуальное положение, перспективы, 114.

folk tunes and songs, creative activities of singers and musicians, status, shashmaqom, epics, and today's modern musical activity.

Such opportunities of musical art serve as a unique and unrepeatable resource for educating the new generation and for their development. The new educational content of music education based on the state educational standards ensures the development of students' musical knowledge and skills, as well as such qualities as observation, memory strengthening, visual imagination, creativity, independence, initiative, artistic and musical taste.

For the musical-aesthetic development of students, the teacher should prepare seriously in his work and ensure that the lessons are held at a high methodical level. After all, the lesson requires the teacher to have a lot of willpower, research, responsiveness and quick reaction to various pedagogical situations. An ineffective, unsuccessful lesson, shortcomings do not give the teacher peace and happiness for a long time, he feels the need to look back and search for the reasons.

The lesson of music culture is the main form of organizing music education at school. Although musical clubs and optional activities are also in practice, the lesson never loses its importance. Music culture lessons include various forms of musical activity. These are public collective speech, performing musical rhythmic movements, listening to music, literacy, musical creativity, playing children's musical instruments.

Music lessons are distinguished from other subject lessons by their artistry, fun and instilling more creative pleasure, emotional feelings and imaginative experiences in children. Music, especially, has a great positive effect on the mental and moral development of children.

After all, "without musical education, it is impossible to adequately educate children intellectually." Therefore, music lessons are, first of all, an educational lesson. Artistic education is its logical content.

Music lessons differ in the following features:

First, it consists of various examples of music history, theory and performance - elements of choral training, music literacy, listening to music, music analysis and literature, playing children's musical instruments, performing rhythmic movements. Therefore, it is a mixed class.

Secondly, music differs from other forms of art in its means of expression, its "language". If fiction, artistic words, visual arts are expressed by colors and graphic lines, dance, artistic movements, then music is expressed by means of melody created in musical sounds.

If we perceive works of art and sculpture by seeing, fiction by reading and hearing, cinema and theater by seeing and hearing, we can perceive music only by listening attentively.

It is not for nothing that even blind people are able to develop talented musicians. "Only a musical ear can evoke a musical feeling."

Music is an art that communicates with a precise measure of time. The piece will not be perfectly understood if you don't tune in to the tempo of the music being played and listen to every element of it. Therefore, when we re-listen to classical works, we feel its new artistic aspects.

It's hard to put into words the emotions expressed through music. "When words fail, music comes to the rescue".



Thirdly, music has an active aesthetic effect on children, makes them happy, and evokes positive experiences. A good, meaningful, interesting fairy tale lesson, children are cheerful, happy and laugh. So, even if the music lesson is placed in the last lesson, the children will have a rest and their fatigue will dissipate.

A music lesson differs in its mixed lesson type (structure), means of expression (language) and active psychological influence. Therefore, music lessons play an important role in the formation of children's personality and outlook. In short, elementary students not only increase their interest in music through national music, but also increase their respect for the motherland, people, art, culture, history of their people and other peoples.

On this basis, strong feelings of patriotism and the student's faith are the factors of positive formation and development of his moral and aesthetic qualities. The main requirements for a music teacher: Each profession has its own characteristics. A music teacher has his own "secrets".

A music teacher lives with the idea and imagination that it is impossible to form a perfect person without love for music, real music education. The complexity of this profession is defined by the well-known pedagogue O. A. Apraksina - in the strong interdependence of each element included in the concepts of "teacher" and "musician". Each of these concepts is multifaceted.

A music teacher conducts educational work, forms the views of students, educates their spiritual needs and tastes. He should not only be a well-educated person who knows his subject, but should also be formed as a teaching person.

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